Title of Instructional Materials: Holt McDougal

Grade Level: Grade 6

Reviewers:

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Summary of Holt McDougal

Overall Rating: ☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:** Skill-based; standards addressed. Could use more complex problem solving.	Important Mathematical Ideas: ☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:**
Skills and Procedures: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:**	Mathematical Relationships: ☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:**

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

CH 7 - Part 1 Ratio

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Ch 7 Ratios

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Technology p. 383 Tech Lab p. 379

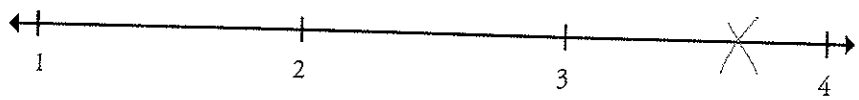
Ch 7

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: ______________________

Title of Instructional Materials: ______________________

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Felt more like working w/ manipulative math

Even the Core Supplement Binder was weak.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 — 2 — X 3 — 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* Very to-the-point explanations with practice problems. Doesn't connect to other standards well **Indicate the chapter(s), section(s), and/or page(s) reviewed.** p. 2, 12 – 30, 35	Important Mathematical Ideas: 1 2 3 4 (X at 2) used in convergence grids Skills and Procedures: 1 2 3 4 (X at 4) Mathematical Relationships: 1 2 3 4 (X at 2) **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4 (X at 3)

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.2

Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."* [1]

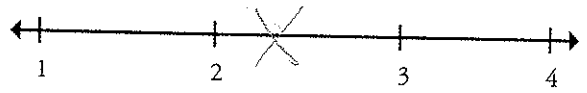
1 Expectations for unit rates in this grade are limited to non-complex fractions.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

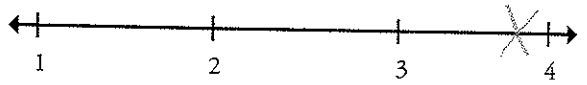
p. 32, 33, 35, 36, 37, 39, 40

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

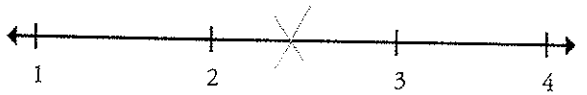
Important Mathematical Ideas



Skills and Procedures



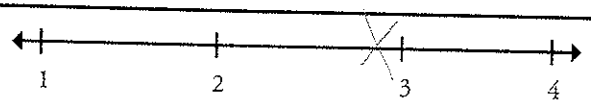
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.3a 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. See notes for 6.RP.2 **Indicate the chapter(s), section(s), and/or page(s) reviewed.** p. 342-346 Lesson 7-2 "Using Tables of Ratios"	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.3b

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

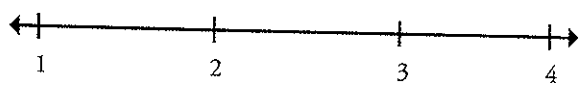
   b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

Lesson 7.2 "Using Tables to Apply the Rate"

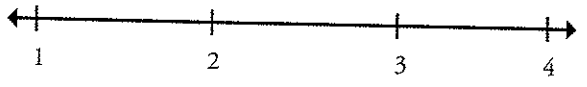
Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures

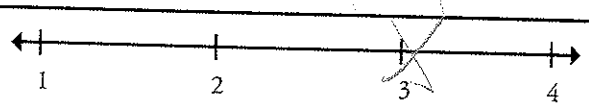


Mathematical Relationships

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: ______________________

Title of Instructional Materials: ______________________

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.3c 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. Supplement to core	Important Mathematical Ideas 1 — 2 — 3 — 4 [marked between 3 and 4] Skills and Procedures 1 — 2 — 3 — 4 [marked at 4] Mathematical Relationships 1 — 2 — 3 — 4 [marked at 3] **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. Whole lessons on % % of a number Ch 7-9? (Simple Interest Extension p. 388) Several story problems (~10) "What's the Error" "Write About It"	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 — 2 — 3 — 4 [marked between 3 and 4]

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.3d

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

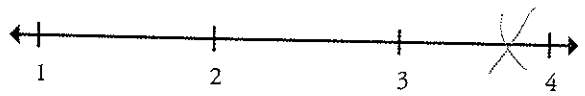
   d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Ruler lab p. 5A (good for us)
Converting in Customary System p. 488
Lesson 9-3 on Converting
Lesson 9-4 Converting units

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



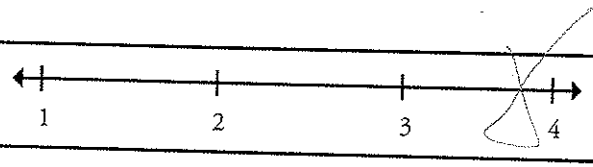
Skills and Procedures

Mathematical Relationships

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Holt Mathematics

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.1 6.EE Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* eq + ineq in separate ch **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 50-83 Intro to alg (includes eq) 718-725 Inequalities.	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** heavy on skills + procedures little rigor descent skills + ideas **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** includes rate of change that does not address standard Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Holt Mathematics Course 1

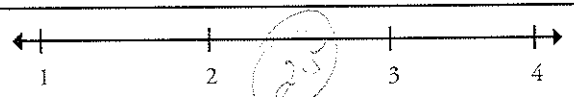
MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 534-578	Important Mathematical Ideas: 1 — (2) — 3 — 4 Skills and Procedures: 1 — 2 — (2.5) — 3 — 4 Mathematical Relationships: 1 — (2) — 3 — 4 **Summary / Justification / Evidence** looks real world application skills very procedural - look reasoning does not require use of mathematical ideas **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 — 2 — (2.2) — 3 — 4

Reviewed By: [redacted]

Title of Instructional Materials: Holt Mathematics Course 1

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** very few student investigations more rigor needed **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** type diagram plotting coord. pairs double number line diagrams Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Holt Mathematics Course 1

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?* prob solving is at the end of lessons very skill oriented **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 110-113 > dec open 122-135 244-263 x ÷ fract 165-171 > GCF/LCM 216-221 594-611 Integers + coord. plane	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** text strong on skills + procedures few investigations or activities little rigor **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** 6.NS.7d 6.NS.8 Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Holt McD

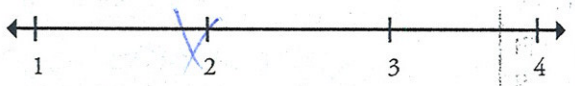
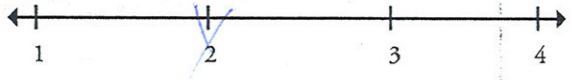
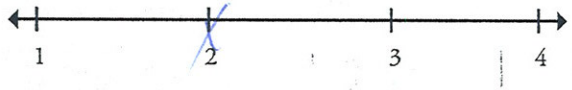
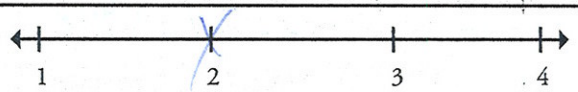
MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 10-2 & 10-3 540 – 547	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** lacks real world, investigations – good skill level – gives formula & ex. Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

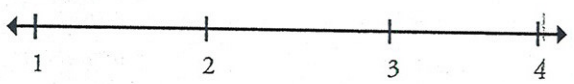
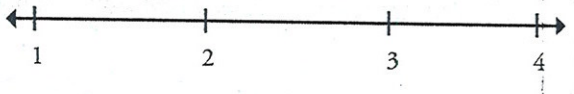
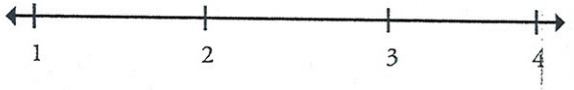
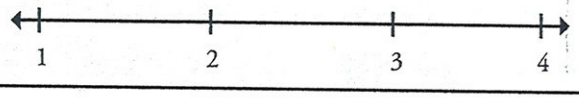
MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** p 558 - 573	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** has lab, real world examples - mostly skill based **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. 0 NA **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Mathematics Course 1 Holt McDougal

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 10-2, 10-3 p540-547 p.558 574-580	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** lacking real world, investigation - skill level - gives formula & ex. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4

6

Reviewed By: [redacted]

Title of Instructional Materials: Holt-McDougal Course 1

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 10-2 & 10-3 540-547	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** *bar formula 2 lesson -
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): not enough - no investigation - skills mostly
	Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 558-573	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** Investigation ☺ real world example good examples use formulas **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** need more lessons Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

6.G.3

Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

nothing

Indicate the chapter(s), section(s), and/or page(s) reviewed.

574-580

606? graphing but not to make polygon see algebra for coordinate plane

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures

Mathematical Relationships

Summary / Justification / Evidence

real world needs more examples

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

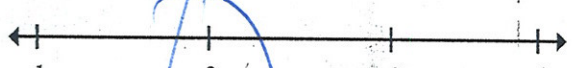
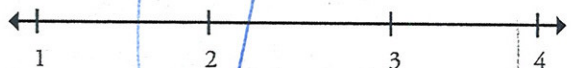
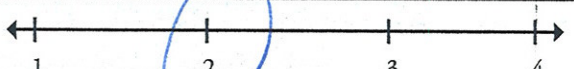
need more

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 574-580	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): need more
	Overall Rating 

INDIANA'S EDUCATION ROUNDTABLE 2010

Holt McDougal Course 1

Overall = 3

* Skill based
→ Standards were addressed.

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Like Test Prep + Spiral Review
Math-Across Curriculum
Extra Practice helps with skill mastery
Students are asked to find the error
They are given the answer and asked to find the question.

Labs didn't seem to be integrated.

Grade 6

Asked to "Write about it"
Models
Students asked to analyze data
Social Studies Link

* Could use more complex problem solving

a project of
The Charles A. Dana Center
at the University of Texas at Austin

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

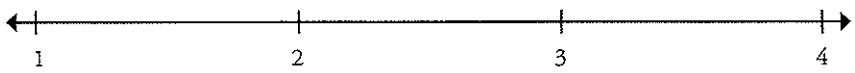
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* Like Chart - Opportunity for kids to explore proportions - Real World Connections **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 342-345 350 - Explore 391 400 EP14	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** [illegible] **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.2 Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."* [1] 1 Expectations for unit rates in this grade are limited to non-complex fractions. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 343-345 - 368 394 397 401 - extended Response Question EP14 - Need data to interpret	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

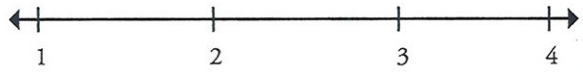
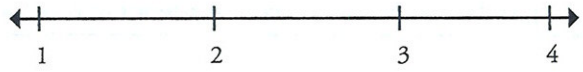
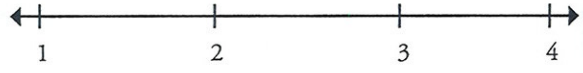
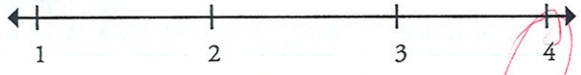
MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.3a 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Think + discuss asks students to explain their math thinking Wheels the Error **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 346-349 - Tables 368 707 708 CC20 CC21	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

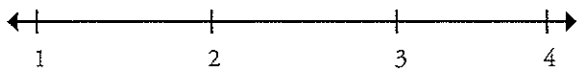
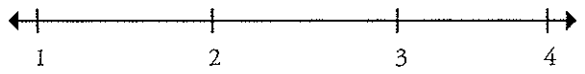
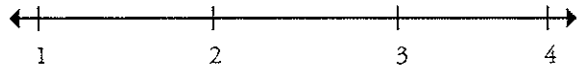
MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.3b 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 343-345 368 394 397 401	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.3c 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: [illegible]

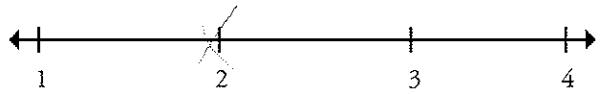
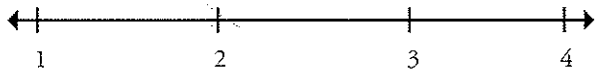
MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** [illegible]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** • [illegible] **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • [illegible] Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: [illegible]

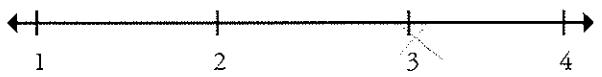
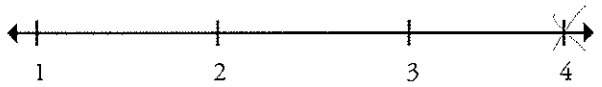
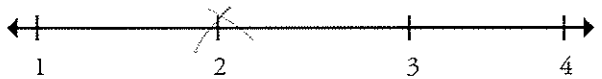
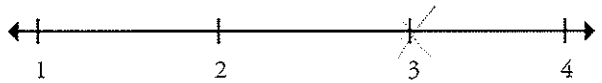
MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.2 Fluently divide multi-digit numbers using the standard algorithm. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 6.0 6.2-5	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** [illegible] **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** [illegible] STUDENT CHAPTERS Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: [illegible]

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 110-115, 122-135, 139-142 146-147, 150-151, 178, [illegible] 461, 499, EP: 1-7	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** • STUDENTS TAUGHT TO ALIGN DECIMAL POINTS TO ADD/SUBTRACT DECIMALS • STUDENTS TAUGH ALGORITHMS FOR MULTIPLICATION AND DIVISION WITH DECIMALS • EXAM 1 IS PRETTY MUCH [illegible] **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • TELLS STUDENTS TO ALIGN DECIMAL POINTS BUT EXAMPLE DOES NOT HAVE DECIMALS ALIGNED (110 - MISTAKE ???) • ALGORITHMS TAUGHT [illegible] LINK TO BASE-10 NUMBER SENSE Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: [illegible]

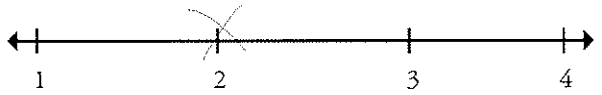
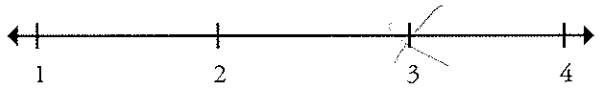
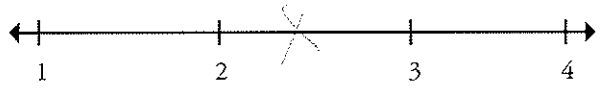
MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*	Important Mathematical Ideas: 1 — 2 — 3 — 4 (marked: 3) Skills and Procedures: 1 — 2 — 3 — 4 (marked: 3) Mathematical Relationships: 1 — 2 — 3 — 4 (marked: 3)
	Summary / Justification / Evidence • DISTRIBUTIVE PROPERTY TAUGHT AND USED IN MULT OF 2-DIGIT #'s [i.e. [illegible]] • GCF TAUGHT [illegible] — [illegible] • LCM TAUGHT [illegible] NUMBER LINE [illegible] • LOTS OF PRACTICE, REVIEW
Indicate the chapter(s), section(s), and/or page(s) reviewed. 23-25, 28, 39, 4[illegible], 44, 61, 165-168, 172, 178, 209, 211, 213, 218-221, 24[illegible], 242, 267, 273, 275, 345, 559, 487, 725 [illegible] [illegible]	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • EXPRESSING SUM OF TWO WHOLE NUMBERS AS A MULTIPLE OF A SUM [i.e. 36+8 = 4(9+2)]
	Overall Rating: 1 — 2 — 3 — 4 (marked: 3)

Reviewed By: [redacted]

Title of Instructional Materials: [illegible]

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/ negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 594-597, 601, 613, 643	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** • Good examples of [illegible] • Accesses [illegible]
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): • Does not ask students to explain the meaning of zero
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: [illegible]

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.6a 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 594–597, 601, 6.2, 6.3 EF 23	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 **X** 3 4 Mathematical Relationships: 1 2 **X** 3 4 **Summary / Justification / Evidence** • ANGLES OPPOSED • SKILLS PRACTICE, REVIEW FOR OPPOSITES **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • DOES NOT ADDRESS THE CONCEPT OF AN OPPOSITE OF AN OPPOSITE E.G. $-(-3) = 3$ Overall Rating: 1 2 **X** 3 4

Reviewed By: [redacted]

Title of Instructional Materials: [illegible]

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.6b 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 604-612, 622, 641. EP 23	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** • [illegible] • [illegible] AXES, ETC • REFLECTION OF 2-DIMENSIONAL OBJECTS ACROSS AXES **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • DOES NOT EXPLICITLY INSTRUCT STUDENTS ABOUT THE [illegible] • [illegible] ON REFLECTION OF POINTS ACROSS [illegible] Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: [illegible]

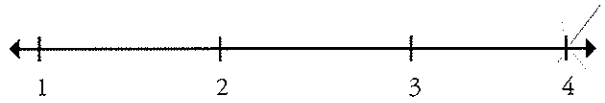
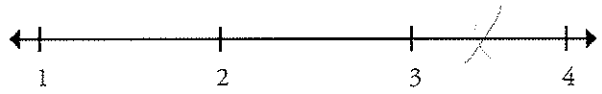
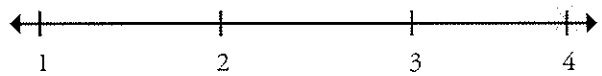
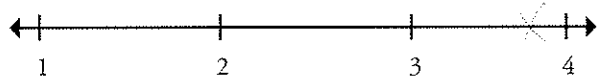
MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.6c 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	Important Mathematical Ideas: 1 — 2 — 3 — 4 (marked at 2) Skills and Procedures: 1 — 2 — 3 — 4 (marked at 2) Mathematical Relationships: 1 — 2 — 3 — 4 (marked at 2) **Summary / Justification / Evidence** • LOTS OF OPPORTUNITY TO FIND/POSITION ORDERED PAIRS ON A COORDINATE PLANE
Indicate the chapter(s), section(s), and/or page(s) reviewed. 281, 312-313, 321, 328, 330, 403, 423, [illegible], 533, [illegible], 6[illegible], [illegible], EP 23, [illegible] 33-35	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • NOT MUCH AVAILABLE FOR STUDENTS TO FIND/POSITION NUMBERS ON HORIZONTAL OR VERTICAL NUMBER LINES
	Overall Rating: 1 — 2 — 3 — 4 (marked at 2)

Reviewed By: [redacted]

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.7a 7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 598, 600	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** · INSTRUCTION RELIES ON [illegible] TO DETERMINE >, <, =. · PRACTICE ON
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: [illegible]

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.7b 7. Understand ordering and absolute value of rational numbers. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write *–3 °C > –7 °C* to express the fact that *–3 °C* is warmer than *–7 °C*. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** [illegible]	Important Mathematical Ideas: 1 2 3 4 (X) Skills and Procedures: 1 2 3 4 (X) Mathematical Relationships: 1 2 3 4 (X) **Summary / Justification / Evidence** [illegible] **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** [illegible] Overall Rating: 1 2 3 4 (X)

Reviewed By: [redacted]

Title of Instructional Materials: [illegible]

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.7c 7. Understand ordering and absolute value of rational numbers. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 594 - 597 612 - 615 ??	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** • STUDENTS ARE INTRODUCED THAT ABSOLUTE VALUE INDICATES THE DISTANCE FROM ZERO ON A NUMBER LINE • STUDENTS FIND ABSOLUTE VALUES FOR POSITIVE AND NEGATIVE NUMBERS. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • STUDENTS DO NOT INTERPRET ABSOLUTE VALUE AS MAGNITUDE OF A QUANTITY IN REAL-WORLD SITUATION Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: [illegible]

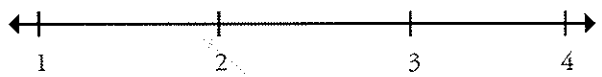
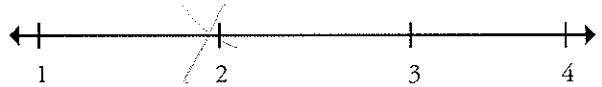
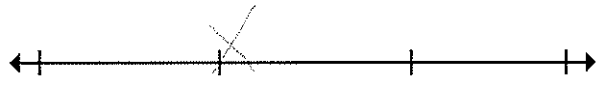
MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.7d 7. Understand ordering and absolute value of rational numbers. d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 595-597 [illegible]	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** • STUDENTS REPRESENT VARIOUS SITUATIONS (INCREASE IN POINTS, EARNING MONEY, DISTANCE ABOVE SEA LEVEL) WITH +/- NUMBERS **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** · FEW REAL WORLD PROBLEMS REQUIRED TO GRAPH POINTS IN ALL FOUR QUADRANTS · STUDENTS GRAPH POINTS IN ALL FOUR QUADRANTS
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): · STUDENTS DO NOT FIND DISTANCES BETWEEN POINTS
	Overall Rating